

**New York**

Summer 2011: Volume XXIX, Number 3

*Electronic Version*

# **SCHOOL PSYCHOLOGIST**

A publication of the New York Association of School Psychologists

Serving children, their families, and the school community

An affiliate of NASP



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**Ten Years Later: A Look  
Back to 9/11**




# FROM THE EDITOR

As we experience the 10<sup>th</sup> anniversary of the events of September 11, 2001, we will surely be reliving some of the sights, sounds, and feelings of that day and the subsequent effects on ourselves, our loved ones, and the children in our schools. A special section of this issue is devoted to looking back to 9/11 and how it impacted those in our profession and the children and families we serve. It will be very important to keep in mind that because of this anniversary, some may re-experience the trauma of the terrorist attacks. Please visit the NASP website ([www.nasponline.org](http://www.nasponline.org)) to obtain resources to help support parents, educators, and other caregivers helping children understand the many facets of this anniversary.

Within this issue, Amanda Nickerson, PhD, co-author of the PREPaRE model, provides an overview of crisis prevention and intervention resources. In addition, the Putnam/Northern Westchester BOCES Regional Crisis Team is highlighted as an example of a collaborative approach to crisis response.

With much focus on crisis intervention and response, it is of the utmost importance to focus on the resiliency of the children, families, and school personnel we work with. It is my hope that by reading the articles in this issue you can come away with a renewed sense of how to approach planning for crises in your own work.

As a final note, please see the Conference 2011 Registration information located on pages 3-5 of this issue. Our upcoming conference at the Turning Stone Resort on October 27<sup>th</sup>-29<sup>th</sup> is shaping up to be the best one yet!

Wishing everyone a smooth start to the new school year! 

Sincerely,

*Lynette*

Lynette DiBenedetto  
[lynette.dibenedetto@gmail.com](mailto:lynette.dibenedetto@gmail.com)

## Deadlines for Submission:

<u>Issue</u>	<u>Deadline</u>
Fall 2011	September 15, 2011
Winter 2012	November 15, 2011
Spring 2012	February 15, 2012

## *The New York School Psychologist Staff:*

**Editor:** Lynette DiBenedetto  
**Publications Chair:** Ruth Steegmann  
**Staff:** Tom Kulaga  
Andrew Livanis

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**Submission Guidelines:** NYASP members are strongly encouraged to submit articles for consideration in this publication. Preferred document size is 750 words (review) or 1500 words (article). Submissions are accepted in .doc or .docx format, via email attachment or on CD, with revisions and corrections already made. Please include a short bio about the author. Photos, cartoons, and drawings should be submitted as a .pdf, .bmp, or .tiff file. We will make every attempt to return hard copy submissions of art and photography.

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## PRESIDENT'S MESSAGE



It has officially been an entire year since I first took the role of President of NYASP. If I look back and reflect on all the positive accomplishments for the year, it has been my pleasure to serve the association.

I started with a statement that "Together We Can Do Great Things." I still believe this and might alter it slightly to say this past year, "We Did Great Things."

Through several expanded initiatives, NYASP made members a focus, communicated our mission to many key stakeholders and collaborated with groups who share our mission.

Recently, my proudest moment of the profession came alongside one of its greatest challenges. That challenge came from the Board of Regents and the NYSED in the form of Mandate Relief laid out for school psychologists with a threat to remove our mandatory

status from the CSE. While we are still awaiting the final result of our efforts, it was an unprecedented turnout of support for the work we do every day. I have a quote from MLK on my bulletin board that says, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." His words rang true for me as School Psychologists and others stood for the safety and protection of children's needs.

For many these are worrisome times but I can assure you that NYASP has been actively involved in creating opportunities for the profession during this last year. And I hope to continue those efforts this upcoming year. The kick-off will certainly be this year's conference in the Turning Stone. It is shaping up to be one of the greatest conferences in our history.

As I have mentioned in the past, this is your NYASP. The volunteer board is hard at work for you, so please contact us for anything. ♡

Sincerely,

*Peter Faustino*

## NYASP MISSION STATEMENT

*The New York Association of School Psychologists (NYASP)  
is the statewide organization that represents  
the profession of school psychology.*

*NYASP serves children, their families, and the school community  
by promoting psychological well being,  
excellence in education, and sensitivity to diversity  
through best practices in school psychology.*

# NEW YORK ASSOCIATION OF SCHOOL PSYCHOLOGISTS

*An Affiliate of NASP*

invites

School Psychologists, Administrators, School Counselors, School Social Workers, Graduate Students, Special Educators, and Teachers to:

## NYASP Conference 2011

### Rolling with the Times: from Research to Practice

Turning Stone Resort • Verona, New York  
October 27-29, 2011

This year's conference will feature over 30 dynamic speakers during the 2.5 days of workshops and presentations. Keynote speakers include **Temple Grandin**, named a 'hero' of 2010 in TIME Magazine's list of 100 most influential people in the world and an advocate for early intervention to address autism. In addition, she believes that "greater progress can be made teaching these individuals when parents and teachers work on building the child's strengths and teach in a manner that is aligned with their basic pattern of thinking".



### 2011 NYASP Conference Strands: Autism, Neuropsychology, Multi-Cultural, Mental Health, Adolescence, and Early Childhood

Featuring -

- **Temple Grandin Ph.D.** - Professor at Colorado State University and author "[The Way I See It: A Personal Look at Autism & Asperger's](#)"
- **Phillip Lazarus, Ph.D.** - NASP President
- **George McCloskey Ph.D.** - Professor at the Philadelphia College of Osteopathic Medicine and co-author "[Assessment and Intervention for Executive Function Difficulties](#)"
- **Steven Feifer D.Ed.** - currently works as a school psychologist and an adjunct professor at George Washington University. Dr. Feifer has co-authored ten books on learning & emotional disorders in children
- **George DuPaul Ph.D.** - professor at Lehigh University and author of numerous books and articles
- **Peter Breggin M.D.** - Psychiatrist and author of more than 10 books including "[Reclaiming our Children](#)", "[Talking Back to Ritalin](#)", and "[Toxic Psychiatry](#)"

For hotel reservations contact

Turning Stone Resort  
5218 Patrick Road  
Verona, NY 13478  
1-800-771-7711

Reference accommodation code

hnyssp: NYASP Conference 2011 room block

- ◆ Please note that there will be a 3-hour Ethics presentation on Saturday 10/29 that will satisfy the NCSP requirement.
- ◆ Breakfast on Thursday 10/27
- ◆ Awards Luncheon on Friday 10/28

### Three Ways to Register:

Use your smartphone



[www.nyasp.org](http://www.nyasp.org)  
Click on "Conferences" tab



Use the paper registration form on page 5 of this issue



# NYASP Conference 2011

## Featured Speakers



Keynote speaker: Temple Grandin

*-Photo courtesy of Future Horizons*

Also featuring our panel of experts on the cognitive/neuropsychological bases for identification of specific learning disabilities:



Dr. Steven Feifer



Dr. Dawn Flanagan



Dr. Nancy Mather



Dr. George McCloskey



Dr. Kevin McGrew



Dr. Daniel Miller

We are also proud to announce these other distinguished speakers:

Dr. Peter Breggin  
Dr. Raymond DiGisueppe  
Dr. George DuPaul  
Dr. Samuel Goldstein  
Dr. Samuel Ortiz

Additionally-we have Dr. Andrew Livanis, who will be presenting a 3 hour training for continued BCBA credits. We also will be having an ethics presentation used to satisfy the NASP ethics requirement. All this, and much, much more, at NYASP 2011!

A tentative at-a-glance schedule is on the NYASP website at [www.nyasp.org](http://www.nyasp.org).

# NYASP Conference 2011

## Registration

**EARLY REGISTRATION DEADLINE:  
SEPTEMBER 23, 2011**

### REGISTRATION FEES

Full conference Oct. 27-29 (includes Breakfast and Awards Luncheon on Friday)

<b>Full Conference:</b>	Early Registration	Regular & At-the-Door
NYASP Member:	\$205	\$235
Non Member:	\$315	\$345
Student Member:	\$105	\$120
Student Non member:	\$160	\$175

<b>Thursday Only</b>	Early Registration	Regular & At-the-Door
NYASP Member:	\$145	\$175
Non Member:	\$255	\$285
Student Member:	\$75	\$90
Student Non member:	\$130	\$145

<b>Friday Only</b> (Includes Awards Luncheon)	Early Registration	Regular & At-the-Door
NYASP Member:	\$175	\$205
Non Member:	\$285	\$315
Student Member:	\$105	\$120
Student Non member:	\$160	\$175

<b>Saturday Only</b>	Early Registration	Regular & At-the-Door
NYASP Member:	\$75	\$105
Non Member:	\$130	\$155
Student Member:	\$75	\$90
Student Non member:	\$130	\$145

Special Accommodations: If you require accommodations due to a disability or dietary restrictions, please make special requests to Jennifer Vega [jvega@phoenixcsd.org](mailto:jvega@phoenixcsd.org) no later than 9/13/2011. Food restrictions for allergies only, meals accommodate vegetarian.

**For Hotel reservations you must contact the  
Turning Stone Resort directly:**

5218 Patrick Road Verona, NY 13478  
1-800-771-7711

(reference: **hnyssp** - NYASP 2011 conference room block)

### CONFERENCE REGISTRATION FORM

Quick and Easy Registration  
Register and Pay by credit card online at:

NYASP.org

You can also send this form and your payment  
(check payable to NYASP)  
*Sorry, Purchase Orders Will Not Be Accepted*

NYASP 2011 Conference Registration  
c/o Jennifer Vega  
103 Brockton Lane  
Dewitt, NY 13214

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### Please Indicate your membership status:

☐ NYASP Member  
ID# Required \_\_\_\_\_

☐ NYASP Student-member  
ID# Required \_\_\_\_\_

☐ Non-Member  
☐ Student Non- Member

#### Please Indicate Which Day(s) You Are Attending (Check all that Apply):

☐ Thursday, October 27th

☐ Friday, October, 28th

☐ I will attend the award luncheon (Free for full conference attendees  
& Friday Registration Only)  
☐ I will not be attending the award Luncheon

☐ Saturday, October 29th

Enclosed is my payment (see registration Fees) of : \$ \_\_\_\_\_

ID Code: If you have been given a special identifier please enter it here \_\_\_\_\_

Cancellation Policy: Full refund will be given for any cancellation requested **in writing** no later than 9/13/2011.

**Please remember:** Your non-membership registration entitles you to one year membership in NYASP. Should you wish to join through the conference you must fill out an application at the conference membership table on site.

# School Crisis Prevention and Intervention: Expect the Best, Prepare for the Worst

By Amanda B. Nickerson, PhD, NCSP

A colleague once said to me, “People who focus on school crises scare me.” After admittedly being somewhat offended, I got to thinking that there are likely to be many misconceptions about the field of school crisis prevention and intervention that may impede careful planning and response. In this article, I first provide a context for the field of crisis prevention and intervention. This is followed by a review of the major components of school crisis prevention and intervention. It is the hope that this brief introduction will provide helpful and accurate information about what crisis prevention and intervention is all about.

In order to put the field of school crisis prevention and intervention in context, it is important to acknowledge that schools are among the safest places for children to be (Centers for Disease Control and Prevention, 2010). Most schools recognize the importance of not only the intellectual and academic growth of children, but also social, emotional, and behavioral goals. Viewing the school as a safe environment where the focus can be educating the whole child is a vision entirely consistent with most comprehensive models of school crisis. For example, most crisis models include the phases of: (a) prevention (and/or mitigation), (b) preparedness, (c) response, and (d) recovery. A large part of prevention is helping schools fulfill the mission of making schools safe environments for learning. For example, in *School Crisis Prevention and Intervention: The PREPARE Model* (Brock et al., 2009), comprehensive and coordinated prevention efforts are reviewed, including universal (primary), targeted (secondary), and intensive (tertiary) interventions.

Despite this positive, strength-based perspective on schools and safety, those in the field of school crisis prevention and intervention also recognize the reality that a crisis can occur anywhere, at any time. No school is immune to experiencing an unexpected death of a student or staff member, a natural disaster, or another type of crisis event. Therefore, it is critical to be prepared in order to be able to execute a careful and thoughtful response to ensure both the physical and psychological safety of students and school staff members. The foundations of successful preparation include forming school safety and school crisis teams (at both the school and district levels), and developing, exercising, implementing, and evaluating school and district crisis plans. School psychologists are often active members of school safety or school crisis teams.

A thoughtful, coordinated response focuses on a series of hierarchical steps that the crisis team takes with all students. First, it is critical to reaffirm physical health and safety and ensure perceptions of safety and security. Ensuring that one’s physical needs are met is necessary before attending to psychological needs. Furthermore, the person must be able perceive that he or she is

safe, as this can impact recovery. A next and important step is to evaluate the risk of psychological trauma based on factors such as physical proximity (i.e., where and when the individual was in relation to the crisis incident), emotional proximity (i.e., the relationship with the victim), individual vulnerabilities, both internal (e.g., pre-existing mental health condition) and external (e.g., availability of support systems), the person’s perceptions of the threat, and the reactions he or she exhibits in response to the crisis (i.e., warning signs). All of these variables are related to an individual’s risk level for psychological trauma.

Regardless of an individual’s level of risk for psychological trauma, there are two universal interventions that can and should be implemented for all students who have been affected by a large-scale crisis. First, re-establishing individuals’ connections to their naturally occurring support systems (e.g., families, friends, communities) is perhaps the oldest and arguably the most important crisis intervention. Most people can and will recover from a crisis event with this type of support. Second, providing accurate, timely information about the crisis event, potential reactions, and effective coping strategies to school staff members, students, and parents is critical. Clear communication in a time of crisis can go a long way in preventing further problems, and this information may need to be repeated and clarified often.

For the individuals at greater risk for trauma as determined by the psychological triage mentioned above, there are a variety of interventions that may be indicated depending on the level of severity of the risk. One such intervention is a psychoeducational group with students, which includes giving information about the crisis event and dispelling rumors, reviewing common reactions, and teaching children coping strategies to manage their reactions. For those groups of individuals who were closer to the event or the victim, a classroom- or group-based crisis intervention may be warranted. This intervention is similar to the psychoeducational group, except it also includes having individuals share their own experiences with the crisis event and their reactions. The school psychologist or other school-based mental health professional is an ideal co-leader for this type of group.

Some children may also need individual crisis intervention, which involves establishing rapport and then quickly and actively identifying and prioritizing the crisis-related problems (e.g., fear for safety) and addressing these difficulties. Clearly, individuals who have been more severely traumatized, they may need more intensive treatment. Although this typically involves a referral to a community mental health professional, there is growing evidence to support the use of school-based interventions for trauma, such as Cognitive-Behavioral Intervention for Trauma in Schools (CBITS; see Stein et al., 2003). In order to implement these types

*(continued on next page)*



# It's Time to Renew Your NYASP Membership

## Log-on to [www.nyasp.org](http://www.nyasp.org) to renew for 2011-2012

As a NYASP member, you receive the following benefits:

- \* **Legislative Advocacy:** Whether it's a state or local issue, NYASP is working hard to protect your interests and preserve the practice of school psychology. The NYASP Legislative Committee regularly meets with legislators to discuss issues that impact your ability to practice.
- \* **NYASP Website:** Our website offers up-to-date information on issues, events and a wide variety of resources, both for school psychologists and for the public. Members are entitled to special access sections including job postings, alerts, and handouts.
- \* **The New York School Psychologist:** The printed newsletter keeps members informed of NYASP programs, events and services, and abreast of issues that are pertinent to the practice and profession.
- \* **Continuing Professional Development:** As a member of NYASP, members receive a discounted registration for our annual conference, as well as access to other scientific and educational programs sponsored by NYASP. Most programs are eligible for NASP approved continuing education credits applicable to NCSP.
- \* **Chapter Meetings:** The association conducts chapter meetings throughout the year that provide valuable information and an opportunity to network with other school psychologists in your local region. Meetings are free to members.
- \* **Research Grants:** NYASP awards annual research grants to members who are practicing school psychologists. Grant awards vary in size based on the scope of the proposal.
- \* **Committees:** Through participation in one of our various committees, members can directly impact policy affecting their practices and the education environment. See page 28 for a list of standing committees.
- \* **Purchasing Discounts:** Through our partnerships with various testing and publishing companies, members have access to exclusive group purchasing discounts on many goods and services offered annually at our annual conference.

of interventions, it is important that the provider receive the proper training.

Although impossible to do justice to this complex field in such limited space, my hope is that this brief review of the context and important components of the field of school crisis prevention and intervention raises awareness of how the field is central to the mission of schools and the work of school psychologists. Together, we are committed to supporting the whole child - preventing those problems that can be prevented, and intervening in a responsive and helpful way when situations (such as crisis events) overwhelm an individual's ability to cope effectively.

### References

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

Centers for Disease Control and Prevention (2010). *Understanding school violence: Fact sheet*. Retrieved from [www.cdc.gov/violenceprevention/pdf/SchoolViolence\\_FactSheet-a.pdf](http://www.cdc.gov/violenceprevention/pdf/SchoolViolence_FactSheet-a.pdf)

Stein, B. D., Jaycox, L. H., Kataoka, S. H., Wong, M., Tu, W., Elliot, M. N., & Fink, A. (2003). A mental health intervention for school children exposed to violence: A randomized controlled trial. *JAMA*, 290, 603–611. doi:10.1001/jama.290.5.603 [Ψ](#)

Amanda B. Nickerson, PhD, is an associate professor in the Department of Counseling, School, and Educational Psychology and Director of the Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at the University at Buffalo, the State University of New York (SUNY). She was previously at the University at Albany, SUNY, where her research focused on school crisis prevention and intervention (emphasis on violence and bullying prevention). Dr. Nickerson is the lead author of *Assessing, Identifying, and Treating Posttraumatic Stress Disorder at School* (2009, Springer) and co-author of *School Crisis Prevention and Intervention: The PREPaRE Model* (2009, National Association of School Psychologists).

# P/NW BOCES Regional Crisis Team: A Collaborative Professional Learning Community Approach to Crisis Response

By Lynn Allen, Ed. D., & Jeanne B. Gold, Ph. D.

The Putnam/Northern Westchester BOCES Regional Crisis Team was established in 1999 after the tragic events at Columbine High School prompted area mental health professionals to take proactive measures to assist our component school districts should they experience a serious crisis situation related to a national disaster, school violence, or the death of a school community member. The team is composed of volunteers including school psychologists, school social workers, school administrators and other helping professionals from various school districts and community mental health agencies in the region. The group received training in the skills needed for regional crisis response, including a weeklong Basic Crisis Response Training through NOVA, the National Organization for Victim Assistance using funds awarded to P/NW BOCES through the Emergency Response and Crisis Grant from the federal government. The Regional Crisis Team (RCT) is available to provide onsite post-crisis support (consultation, observation, counseling, etc.) and follow-up (debriefing, evaluation, etc.) services after the occurrence of a serious school crisis upon request.

Serving on the Regional Crisis Team provides members the opportunity to learn about and apply best practices in the areas of crisis prevention and intervention and to network and learn from other helping professionals as well as specialized experts in the region. By agreeing to serve on the Regional Crisis Team, members agree to:

- Adhere to the team's professional code of ethics
- Attend and actively participate in monthly meetings
- Ensure that supervisors are aware and supportive of their membership on the RCT so they can be available to respond to a crisis when called upon whenever possible
- Positively promote the services of the regional crisis team within the district or agency
- Keep updated on current crisis prevention and intervention strategies and share materials, resources, and suggestions with the team

As the Regional Crisis Team has more clearly defined and articulated its purpose, the structure and format of monthly meetings has evolved to resemble a collaborative professional learning community model. Aside from embracing a shared mission, members uphold a continuous improvement model and are results oriented. In addition, the members recognize that being part of the regional crisis team is an opportunity to pool their areas of expertise and experience, continue to learn together about best practice in crisis response, and apply these concepts in their own schools, district and region. In keeping with this collaborative learning approach, the team selects a relevant theme each year based on issues that arise from actual crisis situations that have recently occurred in the region. In connection with the annual theme, relat-

ed presentations are planned each month throughout the year. In many cases, one or more members of the team provide these formal presentations. This year, the team's theme was Crisis Intervention and Prevention: Best Practices in Crisis Team Training and monthly presentations included:

- Overview of National Incident Management System (NIMS)
- Talking to Children About Death & Dying
- Tools & Techniques to Help Students Express Loss Issues
- Best Practices in Debriefing
- An Attorney's Perspective on Best Practices in Crisis Planning & Response
- Distracted Driver Phenomenon Among Students & Ways to Prevent Accidents and Deaths

In addition, a PNW BOCES Regional Crisis Team Wikispace (<http://regionalcrisisteam.wikispaces.com/>) was created to share district, community and RCT created documents, materials and resources as well as to provide an additional format for communication among members.

Although the structure and format of the regional crisis team meetings has evolved to include a stronger focus on professional development, the first priority for every meeting continues to be the collective debriefing of any crisis situation that have arisen within the last month involving team members whether the regional crisis team was activated to assist or not. At such times, the facilitator of the regional crisis team uses a structured protocol to assist the team to identify ideas learned from debriefings that will enhance their repertoire of crisis response skills. Although the actual protocol may vary, the following elements of these debriefings include:

- Crisis Team Presenter:
  - o Brief overview of the crisis situation
  - o What went well?
  - o What could be improved?
  - o Final thoughts or words of advice
- Other Crisis Team Members:
  - o Ask clarifying and probing questions to better understand the situation and provide feedback
  - o Identify one thing that was learned and will help with future crisis response efforts

During the past several years, members of the crisis team have debriefed actual crisis situations that resulted from student deaths due to drug overdose, suicide, car accidents, homicide and drowning as well as staff member deaths, violent threats, intruders, serious student tensions and fights.

*(continued on next page)*

Due in large part to members strong commitment to the regional crisis team and their high level of expertise and impressive collective experience, the regional crisis team was selected to present at the New York Association of School Psychologists' annual conference in 2009 at which time they described the team's work and ways to replicate the model in other educational settings. Also in 2009, the team was honored to be the recipient of the American Red Cross of Westchester County's Community Impact Heroes Award. More recently in 2011, the team was honored to meet with Michelle Roberts, an international trauma expert and winner of a Churchill Fellowship from the state of Victoria in Australia. Her project involved meeting with crisis professionals in the US and Israel to learn about and bring back new ideas and strategies that bridge the gap between best evidence practice and the realities of the classroom and school following a disaster or emergency. She was most impressed with the RCT's collaborative structure and its ongoing efforts to develop better ways of helping children after emergencies and other school crisis situations.

Being a member of the Regional Crisis Team is a very important and highly respected role and their many contributions are greatly appreciated by P/NW BOCES, its component school districts and community mental health agencies throughout the region. There is no doubt that the team is truly making a difference in the lives of all those that they serve and well positioned to contribute to new educational approaches aimed at supporting the overall well being of students in hopes of having an impact on decreasing the many issues that result in crisis situations in our schools.

For more information about the P/NW BOCES Regional Crisis Team, please contact Dr. Lynn Allen at [lallen@pnwboces.org](mailto:lallen@pnwboces.org) or visit the RCT's wikispace at <http://regionalcrisisteam.wikispaces.com/>. Ψ

Dr. Lynn Allen, LMSW, Ed.D., is the Assistant Director of Special Education & the Guidance and Child Study Center at P/NW BOCES. She has worked for the past thirteen years as an educational administrator devoted to improving programs and services for students with special needs.

Dr. Jeanne Gold, retired coordinator of the Guidance and Child Study Center, is the founder of the P/NW BOCES Regional Crisis Team.

## Nominations for the NYASP 2011 School Psychology Awards are Now Being Accepted

### Chapter School Practitioner of the Year

These awards recognize excellence in the provision of school psychological services. They are presented by local chapters to individuals who spend the majority of their time (75%) providing direct services to children and their families.

Each local winner becomes the chapter nominee for the NYASP Frank Plumeau School Practitioner of the Year Award. Contact your local chapter representative now to nominate a school psychologist in your chapter for this award.

### Leadership in School Psychology Award

This award recognizes a school psychologist who has made a significant contribution to the field of School Psychology by virtue of advocacy, community involvement, teaching, research or supervision. Nominees may not necessarily spend the majority of their time providing direct services to children and their families, but have made a significant impact to the field of school psychology in other ways.

Nomination forms for the Leadership award are available at:  
[http://www.nyasp.org/awards/leadership\\_packet.pdf](http://www.nyasp.org/awards/leadership_packet.pdf)

Deadline: September 15, 2011

Send completed nomination forms to Judy Harwood, 24 Parkview Court, Lancaster, NY 14086

Contact Dr. Jeanne B. Gold ([jeannebgold@gmail.com](mailto:jeannebgold@gmail.com)) with any questions regarding NYASP Awards.

# A New Normal

By John Kelly, Ph.D.

**Terror strikes . . . Planes crash . . . Chaos ensues . . . Wide-eyed students . . . Tears in teachers' eyes . . . Towers collapse . . . Chaos reigns . . . "They look to the school psychologist to set the tone during a crisis" . . . There is a new normal . . . from crop dusters to anthrax . . . Are we safe? Will it happen again?**

**The events of September 11, 2001 have become a marker along the timeline of our lives. They have changed the scenery of the American landscape and altered the direction of this generation. No longer can the youth of America live in the comfort that "it can't happen here." There is a new normal.**

- Excerpted from NASP School Psychologist of the Year essay,  
John Kelly, 2002

I must admit, even with ten years past, it is still difficult for me to watch the images of September 11, 2001. Apart from the initial coverage, I can count the number of times that I have viewed any lengthy clips of the events on one hand. I find myself changing the television channel, flipping the page of the magazine or newspaper, or avoiding any sensationalized movie that recounts the terror attacks. I don't need those pictures to remind me; the images are permanently burned in my memory. Sights, sounds, and conversations that I had are all right there, some as if it happened yesterday.

However, my work as a school psychologist changed as a result of September 11, 2001. As with all events in our lives, both good and bad, we have an opportunity to grow and learn from them.

## *Lessons Learned*

### 1. The Power of Hope.

In the year after 9/11, I was fortunate to initiate a project with school children and adolescents throughout the Long Island, NY area. The project, entitled "Voices of Our Children: Messages of Hope and Healing," was designed to give expression to the inner reflections that these young people were experiencing as a result of 9/11 and the ongoing terror threats. The written compositions, pictures, and songs were filled with messages of fear, doubt, and grief. However, a strong theme began to emerge from this material: hope. Hope for the future, hope that would begin the healing process for adults and children alike. It was the voices of these children that reminded me that resilience often comes when you can experience a sense of optimism. The concept of "coping self-efficacy" or the belief that you can overcome adversity is central in helping students overcome difficulties in their lives.

### 2. The Power of Connectedness.

In the aftermath of 9/11, the sense of unity in our country was at an all-time high. Neighbor helped neighbor, people volunteered for charitable organizations, and our nation's leaders put aside their differences to move together in unison allowing all of us to feel a part of something greater than one's self. However, this sense of being connected to others also provided a sense of belonging and acceptance, which warded off feelings of isolation and fear. There is a significant body of research related to the positive effect of "school connectedness" and student adjustment and achievement. Teachers, administrators, and mental health support staff became surrogate parents to the students in school; peers became siblings as we all tried to take care of each other on 9/11. The concept of fostering connectedness in school children is something that needs to be part of our daily routines.

### 3. The Power of Gratitude

Gratitude is about having an awareness of and appreciation for the good things that you have in your life. It is also about sharing this appreciation with others in your life, particularly those near to your heart. By engaging in gratitude activities, we can actually enhance happiness in our lives. In fact, research suggests that gratitude is strongly linked with overall mental wellness. The field of Positive Psychology has blossomed over the past ten years and is replete with models on expressing gratitude in our lives. Incorporating these practices with children helps them to develop a sense of empowerment in fostering positive events and relationships in their life. (See NASP's Gratitude Works program online at [www.nasponline.org/communications/gratitudeworks](http://www.nasponline.org/communications/gratitudeworks).)

*(continued on p. 12)*



I'm angry... AND SO AM I



# Assessing Youth Anger: Inside And Out

*Raymond DiGiuseppe, Ph.D. & Raymond Chip Tafrate, Ph.D.*



What you see on the outside does not always reflect what occurs on the inside, which can make it difficult to assess whether a youth is experiencing unhealthy episodes of anger.

The Anger Regulation and Expression Scale (ARES) will help you assess youth tendencies towards inward and outward expressions of anger, along with the range and duration of anger experiences.

Designed specifically for children and adolescents aged 10-17 years, the Anger Regulation and Expression Scales (ARES) is a multi-dimensional self-report measure of clinically dysfunctional anger.

- Based on more features and expressions of anger than any other youth measure
- Offers treatment and intervention suggestions
- Demonstrates strong psychometric properties with excellent validity and reliability
- Comprehensive computer-generated reports that describe anger experiences
- Includes validity scales that detect response bias and inconsistent response style
- A short version that can be used for screening and monitoring



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[www.mhs.com/ARES](http://www.mhs.com/ARES)



#### 4. The Power of Family and Acts of Kindness

In the midst of tragedy and crisis, engaging sources of support is vital to psychological survival. In the ensuing days after 9/11, I found myself coming home from school exhausted, both mentally and physically. My family became my refuge, my place to let down my “guard,” my place to show my emotions that I needed to “keep in check” while at school.


One day, I found myself mindlessly cutting the grass around my home. I happened upon a small baby bird on the lawn. Looking around, I could not spot a nest or other place that the bird may have come from. I gently placed the bird with a gloved hand in some side bushes and hoped that the mother bird would come along to reclaim the baby. After school the next day, I returned to the spot where I had placed the bird and found that it had not moved. Not wanting to leave the bird to die and knowing that my oldest daughter was an animal lover, I decided to place it in a box and asked if she wanted to care for it. Beginning to molt, this bird was not cute and fluffy. It was, well, ugly. This did not matter to my daughter. She spent the next couple of days researching various ways to feed the bird. She also began to research “wildlife rehabilitators” in our area who took care of abandoned infant animals. My daughter and wife brought the baby bird to one of these rehabilitators. Upon their return home, they shared with the family that the bird was a baby dove, a bird of peace. My daughter had nurtured and saved a bird of peace. It was at that point, that my personal healing from 9/11 began. With a tear in my eye, I realized that simple acts of kindness have powerful meaning.

Not all school children have strong, supportive, or intact family environments. However, demonstrating to students that we gen-

uinely care for them, respect them, and yes, even love them (molting feathers and all) can generate an environment that allows their defenses to dissipate and expression of authentic emotions to occur. Finally, this experience demonstrated that we must recognize that we can learn from children, if we allow our eyes to be opened by their actions.

#### *Ten Years After*

While my journey to cope with and heal from the tragic events of September 11, 2001 continues to unfold, I find myself striving to find good in difficult events and remain optimistic when challenges confront my personal or professional life. I value the friendships and connections that bless my life. My work with students has become more personal, as I strive to help them feel connected in their lives. I am grateful for these connections and try to help others to appreciate the goodness in their life. Admittedly, this is often difficult, but a worthwhile venture. And yes, at the risk of using a well-worn cliché, it often takes a village to raise a child, and sometimes the school psychologist is a central figure in leading that village.

Ten years after, am I a better school psychologist? I don’t know, but I know that I am a different school psychologist and some say that different is better. I’ll take that. 

John Kelly, PhD, is a school psychologist with the Commack School District on Long Island. He is the Legislative Co-Chair for NYASP and the Government and Professional Relations (GPR) Committee Chair for NASP.

## Share Your Story

**Where were you on September 11, 2001? How did it change you as a professional?**

**Write to the Newsletter Editor at [Lynette.DiBenedetto@gmail.com](mailto:Lynette.DiBenedetto@gmail.com).**

**Responses received by October 1<sup>st</sup> will be published in the next newsletter.**

# 9/11 Resources

**NASP has created resources and information to help school psychologists support parents, educators, and other caregivers helping children understand the many facets of the 10<sup>th</sup> Anniversary of September 11, 2001.**

**Resources include guidance on fostering resilience and optimism in students, tips for parents and caregivers, and tips for youth, some of which are available in Spanish.**

**Please visit [http://www.nasponline.org/resources/crisis\\_safety/9-11/index.aspx](http://www.nasponline.org/resources/crisis_safety/9-11/index.aspx)**

## This is your NYASP

**Do you have something that you'd like addressed by NYASP?**

**Are you interested in becoming more involved in the organization?**

**E-mail our president, Peter Faustino, at [president@nyasp.org](mailto:president@nyasp.org)**



*Kelly Caci, President-Elect, and Peter Faustino, President, hard at work at the NYASP Executive Committee meeting, held this past July.*

# E-Mails from 2001: A Look Back to 9/11

By Tom Kulaga

In 2001 I served as president of the New York Association of School Psychologists. Ten years later, I thought it might be relevant to share a few of the email messages I received back then. Rather than comment on the messages, I will let them speak for themselves. To preserve privacy, I have deleted the email addresses.

The earliest emails from NASP discussed resource development.

Sent: Tuesday, September 11, 2001 1:49 PM  
Subject: To All Delegates, EC and Chairs

*It is very hard to know what to say at this time. All of us are in shock and our hearts and prayers go out to the many, many families affected by this horrific tragedy. NASP is in the process of preparing documents that can be downloaded from the web and will be helpful for those who work in the schools that will deal with many difficult questions. I know that Susan Gorin, Ted Feinberg, our NEAT team and many others are working to prepare links and documents that will provide help for families and schools. We are working as fast as we can to get these posted on the NASP web site. Washington DC is in a state of high alert and phone lines and most transportation systems are jammed. Unless there is a specific issue that needs immediate attention please do not call the office at this time. Much of our staff has gone home and some have family and friends that work in the Pentagon or the World Trade Towers. We are doing the best we can to help get information out. I encourage all members to participate in their schools crisis teams and we will have help available off of the web as soon as possible.*

*May peace prevail. Charlie Deupree*

From: Nick Silvestri  
Subject: Resources for Today's Tragedy  
Date: September 11, 2001 5:03:28 PM EDT

*I write to you on this sad day hoping that you all are safe and appreciating even the littlest of kindnesses which you may have heard, or experienced or hopefully offered to others today. Charlie has sent an informative message related to the tragic occurrences today in Manhattan, the Nation's Capital and the area of Somerset County, PA. Please avail yourselves and your school children of the services that Charlie lists soon to be available on the web-site. I have heard from Rosemary O'Donnell today that everyone in the office is fine although concerned because some office staff have connections to the Pentagon.*

*Best wishes, NICK*

With a NYASP board meeting scheduled for the weekend, there were concerns about whether or not we should cancel it.

From: Lynne Thies  
Sent: Wednesday, September 12, 2001 9:08 PM

*Hi Tom and Nancy - It's been a very difficult two days but it appears that no one that I know and no one from my school community has been lost in the tragedy. Of course, my NASP meeting in Washington has been cancelled. I was wondering about the status of the NYASP meeting. Are you still planning to hold it and will there be any attendees from the NYC area? Tom, maybe you should poll the downstate board members to see how they feel about leaving family and friends this weekend. Mistie, Merryll, and Dom, let me know if you are still planning to attend if it's a go and how you are getting there. If my family lets me leave this area and others are planning to attend, I will probably come as well. Tom, if there are any agenda items, please e-mail them to me.*

*Thanks. Lynne*

From: Thomas Kulaga  
Subject: RE: NYASP board meeting  
Date: September 12, 2001 10:59:24 PM EDT

*Hi Lynne,  
With representatives generally flying into NASP meetings, it certainly makes sense to cancel the Washington meeting. Since NYASP board members typically drive to Albany, we should be all right. I have only received one email so far asking if the board meeting is still on. I'm glad to hear that no one from your school community was lost in the tragedy. Regarding an updated agenda - Doug Bailey will be speaking on Saturday at 3:30.*

We learned that one of our board member's mother was missing.

From: Thomas Kulaga  
Subject: RE: Board Meeting  
Date: September 13, 2001 6:47:47 PM EDT

*We will be holding our meeting at the Desmond as planned. Hopefully, we will be able to support and comfort each other while we consider how we might use our resources to help those who have been so deeply hurt. Some of us are in school districts with limited personal connection to the tragedy, some of us are weary from the grief counseling, and some of us have lost loved ones. It is my understanding that Donna Neary's mother is among the missing. Our prayers go to Donna and her family. I have received offers of assistance from individuals as well as the Michigan Association of School Psychologists. If you cannot attend the meeting, but have suggestions about what we can do please let someone know.*

*Thanks. Tom*

*(continued on next page)*

The press learned of our meeting, and reporters were there. So, we developed a press release. Also, I made an appearance at the TV studio.

*Local representatives of The New York Association of School Psychologists are prepared to provide information, support and consultation because of our concerns about the well being of children following the terrorist attack.*

*School psychologists are in every school district across New York State. Throughout this past week school psychologists have been working closely with the entire school community (teachers, administration and other district staff), and with parents and children. School psychologists have been meeting as members of crisis response teams, attending and participating in faculty meetings, talking with students and staff individually and in classes, and helping parents and teachers find the words to explain this tragedy. They are supported by their state and national professional associations who provide information and resources regarding both immediate and longer term responses.*

*This national tragedy touches us all.*

- *A variety of emotional responses are possible including fear, worry, anger, blaming, and sadness.*
- *Children will be affected by their parent's expression of grief, sadness or worry.*
- *Feelings about past losses and other stressful experiences could resurface at this time.*
- *It is important to remember that there is no right or wrong way to express feelings.*

*Children may demonstrate a range of behaviors in response to trauma according to their age and developmental level.*

- *Children may act out and/or be inattentive in class.*
- *They may be aggressive or insensitive toward others.*
- *Their sleeping or eating patterns may be disturbed.*
- *Children may demonstrate stereotyped thinking and hostile behaviors towards certain ethnic groups.*
- *They may demonstrate a heightened need for closeness and attention.*
- *They may have difficulty separating reality from fantasy.*

*Adults can help children during this time by responding to their emotional and behavioral reactions.*

- *Attend to the physical well being of your child such as eating, sleeping, and exercise.*
- *Try to offer factual information about the events without excessive emotion or unnecessary elaboration.*
- *Monitor the amount and type of news coverage children are exposed to.*

- *Help to provide a sense of safety and comfort by reestablishing normal routines and activities.*
- *Help kids identify their own sources of strength and/or coping mechanisms (i.e., favorite activities, exercise).*
- *Identify ways for children to take positive action in their school and community such as volunteer work, charity drives, and participation in local events.*
- *Be aware of intense emotional reactions such as being overly distraught or unable to resume normal activities and seek professional help.*
- *Develop a plan for families to keep in touch such as developing phone lists.*
- *Recognize that during this time, children may be fearful of staying home alone. It is important to identify alternate caregivers.*

*The full impact of this event on our nation is yet to be known. In the weeks and months that are to come, we will work together to provide continuing support for the children and families of our great nation.*

From: Sue Hildebrandt

Sent: Sunday, September 16, 2001 4:06 PM

Subject: fact sheet and media contact directions

Hi Tom!

*Saw you on TV - you did great! I taped both segments, but the earlier one didn't come out as clear - like, maybe the heads were dirty - don't know. I will send you the tape, and a thank you when I send the fact sheet and press release. I will also send you the newspaper article - it looked great to me! I am attaching these three documents - the front and back of the "Background and Fact Sheet" and the directions for use. Let me know if you find any mistakes (like in phone numbers or e-mail addresses), so I can correct my copy here too. If it looks OK, please send them out to the executive board members. If anyone needs a hard copy instead, let me know and I'll do that.*

Sue

*While it is sad for me to review some of these messages from ten years ago, they remind me of what we do every day to help children, families and the school community. ♡*

Tom Kulaga is a School Psychologist in the Marlboro Central School District, Past-President of NYASP, and the webmaster of [www.nyasp.org](http://www.nyasp.org).

# Helping the Children, and the Helpers, Heal

Reprinted with permission from the 9/28/2001 issue of

*The New York Teacher*, NYSUT's official membership newsletter

With their regularly scheduled business meeting falling just four days after the Sept. 11 terrorist attacks, members of the New York Association of School Psychologists considered canceling the session.

Instead, they turned it into a weekend of healing - now and into the future - for their students, parents, colleagues and themselves.

"First off, it was a chance to help the helpers," said NYASP President Tom Kulaga, a member of the Marlboro Faculty Association in Ulster County. "A lot of our members are the only psychologist in their district and they needed to spend some time with each other."

Traveling to Albany from all parts of the state, psychologists traded reports from the classroom front, where - among other things - they had spent four days:

- counseling children of police, firefighters and office workers who were missing in the destruction of the World Trade Center;
- dealing with usually attentive children who were now acting out and breaking down in class; and
- helping parents and teachers frame answers to questions that kids should never have had a reason to ask.

## *Adult anxieties*

"In some ways the situation was harder on the adults than the kids," said Sue Hildebrandt, an elementary school psychologist and president of the Glens Falls Teachers Association. "A lot of kids don't know where Uncle Joe lives or works, but the adults do."

The bulk of the weekend session was devoted to devising long-term strategies to help teachers, students and their parents deal with the legacy of a crisis whose emotional effects may not be seen for months or years.

Whatever they are, those long-term effects will be shaped in part by the degree of support children get from teachers, parents, the faith-based community - "whoever is available to offer support," said Ted Feinberg, assistant executive director of NYASP's national affiliate, the National Association of School Psychologists.

"Even though we have been besieged in this country by violence in the schools and communities, the enormity of this particular event - in terms of it happening literally in our own backyard - really make the world even more tentative a place for all of us," said Feinberg, who worked as a psychologist in Albany County's North Colonie schools for 26 years.

While there are no right or wrong ways to express feelings, the school psychologists agree, children will be affected by how their parents and other adults express grief, sadness or worry.

## *'Socially healthy ways'*

"Parents and teachers can help youngsters manage feelings of shock, disbelief, fear, guilt, confusion, shame, loss and anger by modeling healthy behaviors," Kulaga explained. "They can make sure that children do not 'take out' their anger inappropriately but rather direct anger and other strong emotions in socially healthy ways."

Among other things, NYASP suggests that teachers and parents identify ways for children to become involved in their school and community - volunteer work and charity drives, for instance.

While for most students the effects of the tragedy should fade in the coming weeks, NYASP warns that teachers should be on the lookout for any of the following symptoms of severe emotional trauma:

- students who have little or no interaction with family or friends, who fight or act up;
- students whose school performance continues to drop;
- students with physical complaints that have no apparent cause;
- use - or increased use - of drugs or alcohol;
- repetitive play re-enactment of the traumatic events; and
- lack of interest in activities they used to enjoy.

Lesson plans related to the Sept. 11 terrorist attacks are available for all grade levels from:

- The Public Broadcasting Service at [www.pbs.org/americaresponds/educators.html](http://www.pbs.org/americaresponds/educators.html)
- The New York Times at [www.nytimes.com/learning/teachers/lessons/20010912wednesday.html](http://www.nytimes.com/learning/teachers/lessons/20010912wednesday.html).

## *Psychologists' tips for easing students' minds*

Here are some suggestions from the New York State Association of School Psychologists on dealing with students in the coming weeks and months.

## *Pre-school and kindergarten*

- Use play to help children integrate their experiences. Select toys that include rescue vehicles, building blocks, dolls and puppets. Let children draw pictures and discuss or act out their drawings.
- Physical contact can be reassuring and help children regain a sense of security. Activities that involve large muscle movements

*(continued on next page)*



# Call for Newsletter Articles

The editorial staff of *The New York School Psychologist* continually accepts submissions for consideration in this publication.

Articles, letters to the Editor, photographs, and advertisements are welcome.

Please see the guidelines on the inside cover of this issue.

Contact the Editor at [Lynette.DiBenedetto@gmail.com](mailto:Lynette.DiBenedetto@gmail.com) for more information.

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– simple exercises like skipping, dancing or jumping - are helpful when children are anxious.

- Reading stories about other children's frightening experiences help teach students about common emotional reactions and resolutions.

## *Elementary level*

- Again, play can be used. Puppet shows or skits may be developed. Art groups or discussion groups that end on a positive note emphasizing feelings of mastery or preparedness - how a family pulled together, how a community became more united - may prove helpful.
- Sharing your own experience can help students relate and feel less isolated.
- Let children develop their own disaster plan, emphasizing what they would do to help and how they would be prepared.
- Have students read or write stories that demonstrate dealing with stressful situations, pulling together during hard times and helping one another.
- As with the younger children, activities that use large muscle groups can help reduce tension.

## *Junior high and high school*

- Tying the events of Sept. 11 to course study is a good way for students to integrate their experiences, but they'll need time to discuss feelings the projects or topics stimulate.
- A science class, for instance, might study physiological response to stress. A health class may consider health hazards during a disaster. Art, writing, literature, music and drama classes can develop themes of emotional impact and recovery. Math classes might tackle problems related to the financial or economic impact of the tragedy.

The NYASP's full report on dealing with short- and long-term effects of the Sept. 11 terrorist attacks is available on the group's Web site, [www.nyasp.org](http://www.nyasp.org). Ψ

# Improving Childrens' Behavior through a Home Token Economy Approach

By Greg Murphy, Ph.D.

Parents are often at a loss as to what to do when their children misbehave. Many parents feel that their children's behavior problems are impossible to change. Some examples of these apparently unchangeable behaviors are: throwing temper tantrums, hitting their siblings, leaving their room a mess, being late for the school bus, not brushing their teeth, not doing their homework, avoiding studying and reading, etc.

Parents often say their children don't listen to them. They say they do not understand why. They say they're the parent, and they feel their children should listen to them just the way they listened to their parents. What is going on here?

One explanation is that a child might be rather driven, impatient, impulsive and stubborn. These kinds of behaviors might not respond well to a more "easy going" parenting style. Often parents with this style feel that their children just should know how to behave. These parents often do not understand some children need to be taught many basic or preliminary compliance or cooperative skills. To do this parents sometimes need to employ a more planned, systematic and structured approach to bring about the changes in their children's behavior that they desire.

**Assessment:** As Behavioral Psychologists we recommend doing an assessment in this way. It is called a Functional Behavioral Assessment or F.B.A. The steps of it are as follows:

1. (O) Observe the child in different settings or situations.
2. (D) Define the problems in observable terms.
3. (R) Record the behavior's frequency, or duration or intensity with the antecedent and consequent factors. Take baseline – A/B
4. (T) Define the treatment plan in clear observable terms
5. (E) Evaluate by taking data on the behavior change

Other things one needs to remember when doing an FBA are:

- Observe the behavior with the surrounding antecedent factors and consequent factors.
- Observe what your child does with her free time. What are his/her preferred activities?
- Observe your child in different situations and with different people. Does the same behavior(s) happen in different situations?
- Does your child get rewarded non-contingently?
- Also, observe your child's skill levels. For example, Can he/she say hello and make eye contact? How are his cleaning-up skills? Is homework difficult or very frustrating for him?

**Treatment:** After you have done your assessment and you have collected baseline data you are ready to begin treatment.

It's best to start with a behavior in which the child has some partial knowledge or partial skill development. Then target this

behavior and begin to provide positive reinforcement after part of the behavior is exhibited. The idea is to gradually reinforce part of the response and then gradually increase partial improvements in it. This concept is called "shaping". Remember, a positive-reinforcer is a consequent stimulus that a child is willing to work for.

## ***The Home Token Economy:***

Reasons for:

1. Tokens are usually more effective than other reinforcers. They are "secondary reinforcers", which means they can be exchanged for other reinforcers, such as: food, money, TV and computer time, etc.
2. Tokens provide an extremely concrete way of conveying the relationship between behavior and consequences.
3. They bridge the delay between the target response and the back-up reinforcer.
4. They are less subject to satiation than primary reinforcers are, such as: food

Disadvantages:

1. Introduce artificial events to a setting.
2. At some point it needs to be withdrawn.
3. It takes work and time to do it and model it.

When you set it up here are some important things to remember:

1. Specify contingencies.
2. Start small and slowly.
3. Take baseline data first. – A/B
4. Everyone should learn the process first.
5. Be prepared to adjust the system as you go along.

## ***Setting up the Home Token Economy:***

First, you list the desired behaviors and give them a point or monetary value. Second, list the privileges and give them a cost value. Third, list the problem behaviors and assign them a penalty value.

The home token economy is a living thing. You can change the values or rates of everything weekly. You should start small with one or two behaviors. Once you get it rolling you can continue to add behaviors and subtracting others and changing the values of them.

Start the program positively. The child needs to see that it is in his or her interest to participate in it. The program has to offer something that is more beneficial than his current life. You are making a change in his or her life. The rewards (positive reinforcement) that they receive are going to be connected to or contingent on their behavior. You are not bribing your child, but you are asking him/her to earn the things they want.

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What about the issue, “A child should do this or that because his parents tell him or her to.” Well, the basic answer to that is that all behavior needs to be learned – that is, reinforced and practiced. It often seems as though some children just act more cooperatively and compliantly than others. This is true. Children, of course, have wide variations in temperament and intelligence which affects their responsiveness to situations. So, some children need to be taught social behavior more systematically than others. Some children learn a great deal of positive social behavior so quickly and fluidly or seamlessly that parents don’t take particular note of the small steps of its development. However, there are children who learn many positive social skills very slowly and even with so much resistance that parents are, of course, frustrated by it. Consequently, when dealing these resistant or slower learners parents need to be more systematic and persistent with their approach.

**The Tally Approach:** Often you have to give the token every time you notice a positive behavior (or a partial display of it) to get the behavior to start to happen more often. For example, you might have chosen the behavior: “Look at me.” You can then mark it down or give him a ticket or put a penny or a marble in a jar each time your child looks at you when you ask him to. Thus you can reward the behavior when you see it right on the spot. This approach also prompts you as the parent to positively reinforce your child more frequently for the desired behavior. When teaching a new behavior it is best to reward it every time you see it. Once the behavior is very well established then you can lessen the frequency that you give the reward.

**Feedback and Praise:** It is very important to add up the totals of the points your child has earned each day and give them that information (feedback). They need to know how they are doing with the system every day, and what it will buy them. This feedback session also works as a prompt for you to praise them for what they have done right. Also, it enables you to couple (pair) praise, which is a social reinforcer, with the tokens or points, which are secondary reinforcers. This can strengthen the power of praise, and can help to enable you to fade out the token system later on.

**Privileges:** You want to make a list of the activities that they like to do, such as: using the computer, watching TV, using the phone, staying up later, eating sweets, getting a drive to somewhere from you, etc. You probably were giving these to your child for free or non-contingently before. Remember, to teach new behavior you need to use a positive approach (positive – reinforcement).

**Money:** Tokens can also be exchanged for money, which is also a secondary reinforcer. Money can be a very powerful reinforcer for children. It’s something with which they can buy other things they like, such as: toys and games and dolls, etc.

**Spending:** It is very important when you give your child tokens you need to give them an opportunity to spend them. Generally, when you are starting out you should give your child an opportunity to spend his tokens daily on privileges and tangible items.

Later you can teach them to save for the week to buy special more expensive items.

**Saving:** By using this system you can also teach your child to save his money. You can reinforce that, for example, by giving him matching funds for what they save as some corporations do for their employees.

**Penalties:** So far the emphasis has been on building up your child’s cooperative behavior through positive reinforcement. That is most important. However, often it is necessary to punish specific problem behaviors. These behaviors might still be displayed at times even though you have built up positive and cooperative alternative behaviors in your child. The child still has these behaviors in his or her repertoire and might exhibit them to see if they can get something for it.

One way to punish those problem behaviors is to ignore them. However, ignoring is often difficult to do and it not a strong punisher. Assessing penalty points for problem behaviors such as: hitting and using foul language can get the child’s attention quickly. They can be prompted to think whether their misbehavior is worth the loss of points, which they can use to turn in for the things they want.

**Fading out the token system:** Of course, the goal is to fade out the system in a very gradual manner. You don’t want to fade out giving positive reinforcement to your child, but you eventually want to eliminate the specific point system over time. In other words, the goal is to have the behaviors reinforced without having to list them all specifically. For example, it could finally come to: acted cooperatively and did your chores and assignments for week to get your allowance of \$10.00.

One way to do the fading is to lower the value for the behaviors that your child begins to do regularly and easily without prompting. Eventually you can take those behaviors off the list altogether. Then you can if you want put that money on weaker or partially learned skills and behaviors.

Another way to begin to fade out the system is to have the child begin to self- record their own behavior. Many children really like doing this, and it teaches them self mastery and self reinforcement. You can start this by having you and your child record the behavior. You can give them additional positive reinforcement –points for accurate recording. Then as your child becomes proficient and accurate at the recording you can fade down your frequency of recording the behavior. ♡

Greg Murphy retired as a school psychologist from Southern Westchester BOCES in 2009. For the past few years he has been the Research Chairman of NYASP. In 2010 he moved to Leesburg, Va. For the past year he has been working two days a week at Graydon Manor, a mental health agency in Leesburg.

Submitted by Mary Kay Hafer, NYASP Secretary

The NYASP Board had its third and final meeting of the year on April 30<sup>th</sup> and May 1<sup>st</sup> at the Hampton Inn in Albany. Board meetings are aligned with our priority areas which include:

a. Mission – activities that are aligned with the mission of NYASP and designed to promote school psychology in New York. This priority area includes developing or maintaining affiliations and relationships with other organizations and associations of shared mission.

b. Membership – activities designed to address the needs and diversity of our members including professional development that improves areas of competence.

c. Operation – activities designed to improve the functioning of NYASP. These activities include public relations, advocacy, and other means of communication regarding the activities of NYASP.

Read on, to discover the highlights of the meeting.

### ***Celebrations:***

- 2011-2012 dues for members will remain at the current level! There are currently 983 NYASP members and we hope to reach our goal of 1,000 members.
- We continue to be a fiscally sound organization and made a profit at our Sagamore conference, which will be used to further the NYASP mission and goals.
- Our “Warriors Toolkit” and “Bullying Toolkit” have received recognition at the state and national level.
- We have partnered with the NYS Department of Health to provide a free Webinar on Fetal Alcohol Spectrum Disorders.
- NYASP will offer an on-line course on Ethics and Professional Practice that will satisfy CPD credits and be free to members.
- We have worked hard to advocate for the continuation of the school psychologist as a member of the CSE; as well as the continued inclusion of the psycho-educational assessment (if determined as being necessary by the school psychologist) as one part of a comprehensive initial evaluation by the CSE. At this time, SED’s “Mandate Relief” proposals to eliminate these areas have not been adopted. NYSUT and the School Boards Association have both supported our efforts in maintaining these provisions in the state regulations.

- Our website continues to receive high marks from other state organizations and by NASP.

- NYASP was well represented at a recent forum on “Family/School Collaborations” in Albany which was sponsored by the state’s PTA organization.

- International connections: Our expertise was requested by the Japanese Educational Center in regard to providing information about PTSD and anxiety issues, following the devastating earthquakes and tsunami in Japan. Also, your President, Peter Faustino, was able to make a connection with the daughter of the Prime Minister of Bangladesh, who is a school psychologist there. She will present at a NYASP conference, sharing information about the fledgling status of school psychology in her home land.

- Our Conference Committees for the next three conferences are up and running. Of course all of us are excited about the Fall 2011 Conference at the Turning Stone Casino in which Temple Grandin will be the keynote speaker. Conference 2012 will be held at the Niagara Falls Convention Center and Conference 2013 will be held at the Crowne Plaza in White Plains, NY.

- The Board will be represented at the Summer Public Policy Institute in Washington, DC. This presents a great leadership development opportunity for our group.

- A Conference on Supervision (by University staff and Field supervisors of school psychology interns) is being planned, and NYASP members will be involved in this effort.

- We gained a new chairperson for the Preschool Committee of the Board, which had been open for some time. Welcome to Heather Meddaugh!

- We continue to advocate for passage of our licensure bill (A233) which is currently being considered by the legislature (Higher Education Committee).

### ***Challenges and Call to Action:***

- We wish to increase our membership in order to better represent all school psychologists in the state. Encourage your friends, colleagues and graduate students to join us! We are the group advocating for school psychologists in the state.

- NYASP continues to welcome submissions to the newsletter, in order to represent a broader spectrum of the field.

*(continued on next page)*

- Presently, there is no APPR (Annual Professional Performance Review) required of school psychologists, but this may be coming soon. We encourage all school psychologists to become involved in any efforts to create such an evaluation by districts and/or at the state level.

- We continue to solicit nominations for the local, Chapter level, “School Psychologist Practitioner of the Year” awards. We know there are great candidates out there at the Chapter level!

- We encourage people to become involved as Chapter Reps in those chapters that are not presently represented on the Board. We welcome all voices!

- Things move slowly at the legislative level. This only means we need to keep our focus on advocating for passage of our licensure bill.

- All of us need to continue to contact our legislators, state education officials and other key decision makers in regard to the “Mandate Relief” proposals and licensure.

On behalf of all the Board members and Committee Chairs, I wish to thank everyone for your support over the past year. We are your Board; we work to advance the profession of school psychology and to further improve service to the schools and communities we serve. Please feel free to contact Board members and Chapter Reps with any suggestions that could improve our service to you, our membership. “Together We Can Do Great Things”! [Ψ](#)

## New York State Mandate Relief Update

Submitted by John Kelly, Legislative Co-Chair

NYASP wants to provide you with an update on the NYSED Mandate Relief and Flexibility recommendations that were proposed to the NYS Board of Regents. As you may be aware, NYSED had advanced a number of recommendations to remove specific mandates related to school operation, transportation, facilities, and special education. While a number of recommendations were approved by the Board of Regents during their Spring meetings, decisions pertaining to specific recommendations related to special education were postponed pending a public comment period. NYASP had expressed significant concerns related to recommendations that would remove the school psychologist as a mandated member of the CSE, as well as removal of language that mandates a psychological evaluation as part of initial evaluations.

Three public hearings were held at various locations throughout NY at the end of June 2011. The public comment period ended on July 25, 2011. The public hearings were very well attended, with overwhelming opposition to the recommendations related to CSE membership and psychological evaluations. The support for school psychologists was broad-based, coming from organizations such as NYSUT, the UFT, NYS PTA, and the NYS Psychological Association. Written comments were submitted to NYSED via their dedicated e-mail address and comment form.

While the public comment period has ended and the Board of Regents has committed to review all information submitted during this time period, NYASP wanted to remind you of a few important points:

1. The Board of Regents has not scheduled an August meeting. Therefore, the earliest that this information will be reviewed is at their September meeting.
2. If the Board of Regents decides to accept the recommendations, despite the strong opposition expressed during the public comment period, **NOTHING WILL CHANGE IMMEDIATELY.**
3. The recommendations would require changes in NYS Education regulations, which necessitates action by the NYS Legislature. This means that Legislators would need to enact new legislation. This provides additional opportunities to oppose any changes.

NYASP will keep you informed as this very fluid situation unfolds. However, please be mindful of misinformation or a misinterpretation of the outcome that may occur and refer individuals to Johanna Duncan-Poitier, NYSED Senior Deputy Commissioner, at [NYSEDP12@mail.nysed.gov](mailto:NYSEDP12@mail.nysed.gov). [Ψ](#)



Submitted by Andrew Shanock, SPECNYS Liasion

The School Psychology Educators Council (SPECNYS) met on June 17, 2011 at the College of Saint Rose in Albany, NY. The meeting was broadcast live on the internet, allowing people to participate from the comfort of their home. Those that were in attendance enjoyed a nice spread of food and the requisite bowls of jelly beans and peanut M & M's. The agenda was jam packed to address several issues impacting both the field of school psychology and training programs alike. The discussions were vibrant and enriching.

The first agenda item was in regards to the Mandated Relief proposals. Pam Madeiros took time out of her busy schedule to join us and provide perspective of the political machinations. Everyone was in agreement that the proposals to eliminate the requirement of the school psychologist as a CSE team member and the elimination of an initial psychological evaluation would invite a host of abuses by school districts and be detrimental for school children. SPECNYS decided to put together a letter to the State Board of Regents explaining our position. The letter is available for viewing at the great website <https://sites.google.com/site/nymandaterelief/> which was developed by Dr. Dominick A. Fortugno, Director of the Touro College school psychology program. Check out this site for all updates on the status of the 'relief' proposals.

Next on the agenda was a presentation by the president of the Trainers of School Psychologists (TSP) national organization, Dr. David Shriberg, who participated remotely from Chicago. TSP has grown a great deal over the last several years both in membership and in influence at NASP. In fact, NASP has a faculty education group and Dr. Mark Terjensen of St. John's is TSP's committee delegate. The primary focus of our discussion was regarding how training programs are alike and differ in their curriculum scope and sequence. While it is important to have variation between programs, there has to be a level of consistency as well so that we can reach a consensus as to the role and purpose of a school psychologist. While most of our students would agree that their credit load is more than enough, as trainers we often have the itch to require even more coursework to best prepare them for the challenges they will face in the field.

Dr. Andrew Shanock of the College of Saint Rose (and the author of this incredible prose) presented preliminary results of his survey of school psychology graduate students regarding the factors

in their choosing a training program. Of the 260 survey respondents, over 160 students were accepted to more than one program. The top factors overall included reputation of program, doctoral degree availability, faculty/student ratio, geographic region and APA/NASP accreditation. Differences were found between those pursuing a doctorate versus a Masters. The former highly ranked the provision of an assistantship or scholarship, while the latter were more concerned with a training program's NASP approval and possibility of gaining employment upon graduation. Data was further grouped based on gender, locale of training program, and race. The results of the study will be shared through various means by the end of the 2011.

Dr. Terjensen did a remote presentation from New York City about how programs train students on mental health counseling and how it matches (or does not match) the realities of the field. So many children with severe mental health issues receive counseling and services in the schools it is important that school psychologists have the most updated, relevant training. However, in reviewing the syllabi of training programs nationwide show that programs spend more time teaching about schizophrenia than the more prevalent issue of sleep deprivation. Program philosophies on how to treat mental health issues vary greatly, meaning that not all school psychologists are equally prepared.

SPECNYS was honored to have several other presenters attend or provide additional information including NYASP president Peter Faustino, NYASP legislative representative John Kelly, and NY NASP delegate Vincent Alfonso. Lynne Theis gave a brief description of an upcoming intern supervisor conference to be held in December at Brooklyn College. Dr. Florence Rubinson of Brooklyn College is coordinating the efforts. SPECNYS will be one of the many co-sponsors of the event.

All in all, the meeting was packed with information and great presenters. While many of the issues were serious in nature, a humorous, collegial atmosphere was present throughout. I would like to thank all participants who attended in person and remotely. I look forward to seeing everyone again, and many of you at our next meeting which will be held at the NYASP conference on Saturday October 29<sup>th</sup> from 9:00am to 12:00pm. We will be following up on many of the issues discussed here and hope to have several great presenters as well. Ψ



NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

I hope this brief update on NASP activities and information finds you well during this rather hot and humid summer! In mid July I attended the Delegate Assembly with NASP leaders from across the country. It was a very productive meeting as we approved the NASP budget, approved several position statements, and worked on our strategic plan. I invite you to review the NASP Web site for details regarding these and many other topics. Below are several specific items that may be of interest to you:

1) Catch up on your reading this summer! Visit Communicate Online at [www.nasponline.org/publications/cq/39/8/index.aspx](http://www.nasponline.org/publications/cq/39/8/index.aspx) to read online-only book reviews. Check out the reviews for *When Kids Are Grieving: Addressing Grief and Loss in School*, *Promoting Executive Function in the Classroom*, *101 School Success Tools for Students With ADHD*, and nine others!

2) The leaders and members of the Maine Association of School Psychology (MASP) engaged in impressive advocacy in June when the Maine General Assembly passed LD 1094, 'An Act to Improve the Delivery of School Psychological Services to Children.' This bill, sponsored by Senator Alfond of Cumberland, changed their professional title from 'school psychological services provider' to 'school psychologist-specialist' or 'school psychologist-doctoral' and officially defined the scope of services as consistent with the NASP Practice Model. To read more about their advocacy or to review the bill that was adopted visit [www.nasponline.org/advocacy/advocacynews.aspx](http://www.nasponline.org/advocacy/advocacynews.aspx). Congratulations Maine!

3) The summer issue of School Psychology Forum is available online. Read School Psychologists' Perspectives on Social Justice at [www.nasponline.org/publications/spf/spfissues.aspx](http://www.nasponline.org/publications/spf/spfissues.aspx). NASP members also have access to articles on School Psychology's Blueprint III and Tier 1 intervention with first graders.

4) Over the remaining summer break you can stay in touch with your colleagues in the new NASP Communities at <http://communities.nasponline.org>. Connect around the topics that interest you and check out the new bloggers! Be sure to review the quick tips at [www.nasponline.org/communities/docs/Communities-Quick-Tips.pdf](http://www.nasponline.org/communities/docs/Communities-Quick-Tips.pdf) to learn how to navigate the new site.

5) As you begin to gear up for the new school year, you will want to check out the back-to-school resources available at [www.nasponline.org/families/index.aspx#back](http://www.nasponline.org/families/index.aspx#back). The offerings include several handouts and audio articles for parents on topics such as homework, school refusal, anxiety disorders, and more.

6) Get your school year off to a strong start with a great reference tool. Consider purchasing access to the NASP EBSCO Online Library, which consists of peer-reviewed journals with more than one million full-text articles. Visit [www.nasponline.org/ebSCO/ebSCOaccess.aspx](http://www.nasponline.org/ebSCO/ebSCOaccess.aspx) for more information.

7) While on the NASP Web site, please visit 'View My Account' in the top right corner of the website to update your contact information. You can update your mailing address if you've moved over the summer or provide a preferred e-mail address. You can also choose which member e-mail and print communications you want to receive from NASP.

8) Plan to join us February 21-24 in Philadelphia, PA for the NASP 2012 Annual Convention. At the annual convention, you will hear from experts in the profession, network with colleagues, and get invaluable training in the latest school psychology strategies. Registration and housing will open in the fall. That's all for now! Enjoy the rest of your summer and hope to see you soon.

Sincerely,

Vinny Alfonso  
NASP Delegate Ψ

## NASP 2012 Annual Convention

February 21-24

Marriott Philadelphia Downtown

Philadelphia, PA



## Reviewed by Ruth Steegmann

SOMETHING LIKE HOPE is a multi-faceted chronicle of a year in the life of Shavonne, a 17 year old in a juvenile detention center. What others see is an angry, acting-out, distrustful adolescent who is rejecting or at best, suspicious, of gestures of friendship or support from others. What she is experiencing inwardly are feelings of confusion, fear and anticipation of hurt and betrayal, consistent with the life events which have repeatedly brought her to these settings.

Much of the account focuses on Shavonne's relationship with her counselor, Mr. Delpopolo. It is the classic process of "two steps forward, one step back", with occasional seeming breakthroughs instead promoting a return to square one. As Shavonne allows herself to be more open and honest with her counselor, the more threatening this becomes and the more she attempts to exploit his weaknesses and vulnerability to avoid coming to grips with changes she must make in herself.

Exploration of peer relationships is another focus in Shavonne's story. Overall, her friendships are tenuous at best. However, she does befriend a few other girls, primarily one who is mentally retarded. Yet, it doesn't take much in the way of personal setbacks to make Shavonne talk herself into not caring about anyone.

Eventually Shavonne lets herself accept the help offered by Mr. Delpopolo as well as the unexpected kindnesses from a few others. Thus, she confronts the fears and guilt which have haunted her for many years. The book has, at face value, a positive outcome, but certainly not the guarantee of "happily ever after".

SOMETHING LIKE HOPE is written in first person from the perspective of a female African-American teenager from a highly

dysfunctional family in a poverty setting, a challenging task for an author who is a white male professional. Having worked as a school psychologist in several juvenile detention facilities, Shawn Goodman is able to accomplish the task with authenticity. His portrayal of the grittiness and cruelty of these settings and the characteristics of the young people who populate them could only be done by someone who has experienced the system and understands it.



Winner of the Delacorte Press Prize for a First Young Adult Novel in 2009, its targeted audience is the high school population. I highly recommend this book, especially for suburban kids who know little about the demographics of poverty or of minorities. The dialogue is street language at its most vivid, with four-letter words splattered over virtually every page. The concern is not that suburban kids haven't heard these words. It's that there may be hesitation on the part of school librarians or faculty committees who may have to defend their choices to administrators, school boards and over-protective parents. I hope not. It's a book that high school students should be able to read. School psychologists should read it as well. Ψ

Ruth Steegmann is a twice retired school psychologist; in 2001 from the West Seneca Central school district and just recently, from the faculty of the school psychology training program at University at Buffalo. Along with Judy Harwood, she is working on a history of NYASP.

## Reviewed by Nicole Wilcox

Something Like Hope tells the story of a girl named Shavonne, seemingly destined not to go anywhere. Only able to watch the outside world from the small window inside her cell in a girls detention center, Shavonne has time to think about her future after her close approaching eighteenth birthday and her release. Along with looking at the future comes examining the ghosts of her past and Shavonne never seems to be able to run away from them fast enough. Shavonne struggles to keep her head above water as she feels like she is drowning in the center filled with corrupted guards, troubled girls, and the feeling she will never deserve the life she wants. Her counselor, Mr. Delpopolo, extends a hand to try to pull her out, while still wading in a pool of his own troubles.

It is almost scary to say the circumstances in this book are relative. Goodman does a remarkable job of allowing the reader to

be able to identify with the characters. While many people are not in the same scenario as Shavonne, we have all at one point in our lives felt alone or out of options. It is apparent Goodman uses his own work in detention centers to make Shavonne's character vulnerable and to give the readers an open door to what she is feeling and her internal conflict.

This book is not censored and is one hundred percent authentic. Goodman does not sugar coat any of Shavonne's journey, making this book more appropriate for more mature young adults. However, this book is a coming of age story that shows that it is possible to move on past the anger, past the pain, and move on towards something like hope. Ψ

Nicole Wilcox is an 11<sup>th</sup> grade student at Starpoint Senior High School in Pendleton, NY. During the summer she is a counselor at Camp Onyahsa (YMCA) in Dewittville, NY on Chautauqua Lake.

# Online School Safety and Crisis Resources

By Tom Kulaga

Basically, this edition of Tech Talk, is about one page on the National Association of School Psychologists' website.

If you visit the NASP website at [www.nasponline.org](http://www.nasponline.org) and scroll through the topic listing on the left, you will find a link called Resource Library. From there you can navigate to a page entitled School Safety and Crisis Resources. When you visit the School Safety and Crisis Resources page you will see the following statements:

*NASP has made these materials available free of charge to the public in order to promote the ability of children and youth to cope with traumatic or unsettling events...*

*Requests from school districts for assistance related to a crisis should be directed to NASP's National Emergency Assistance Team (NEAT)...*

School psychologists, represented nationally by NASP, have been providing timely resources related to crises for quite some time. Following 9/11, school psychologists were the first to have information posted online for parents and teachers to deal with the aftermath of the attack.

As of this writing, the list of crisis resources includes materials related to the nuclear crisis in Japan. The preface to the nuclear crisis materials states:

*Along with the rest of the world, the hearts and thoughts of NASP leadership and staff go out to the people of Japan and those trying to aid survivors and resolve the country's nuclear crisis. NASP is working with leaders of the Japan Association of School Psychologists (JASP) to provide resources for students, families and educators in Japan as well as affected students and families in the United States.*

Although much of the information includes responses applicable to general crisis situations, there are many handouts available that are especially appropriate to Japanese students and are available in both English and Japanese. Similarly, you can find resource materials related to members of the military who have been called to active duty and are concerned about helping their children cope. The preface to the handout for dealing with deployment states:

*All Americans are affected by the prospect of going to war, but members of the military, the reserves, and their families are likely to feel the greatest, most immediate impact. The disruption to family life caused when a loved one is deployed is difficult under*

*any circumstances. However, memories from 9-11 and concern over the possibility of further terrorist attacks here at home may compound a family's typical feelings of anxiety. Adults and children may experience strong emotional reactions, such as fear, uncertainty, a sense of vulnerability, loss of control, isolation, anxiety, anger, and sadness. Children of all ages will need extra attention and support to cope with their feelings. Parents, teachers, and other caregivers must reassure youngsters and help them understand what is going on factually, what to expect in the days to come, and how to manage their feelings. Following are a few suggestions on how to help children cope...*

Just to get an idea of the breath of material available, here is a list of topics included under School Safety/Violence Prevention:

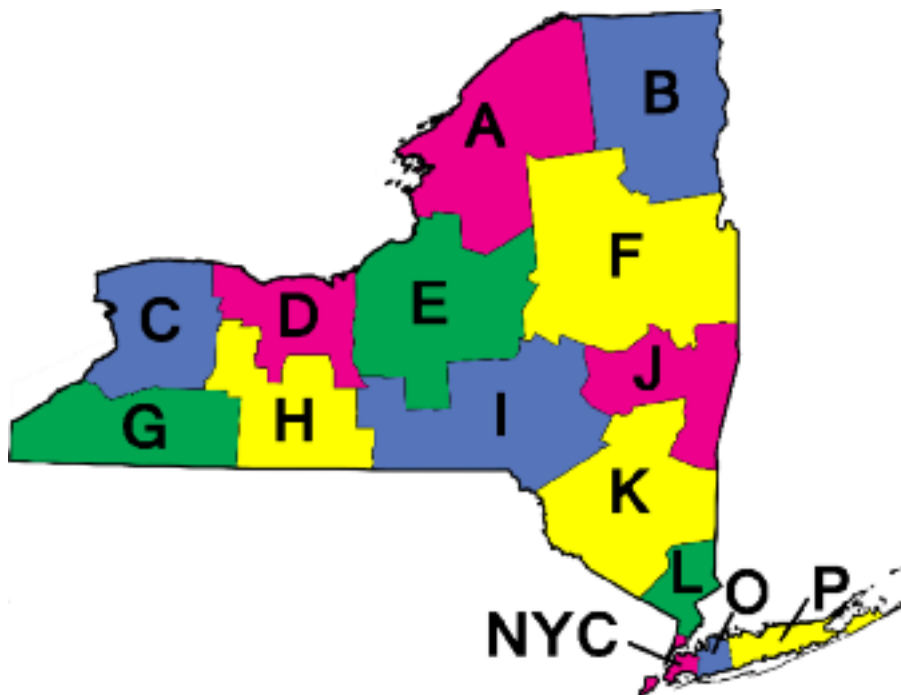
- Gay, Lesbian and Straight Education Network's Safe Space Kit Campaign
- Cybersmart! Cyberbullying Package, a NASP Partnership
- Safe Schools and Springtime Stress
- Talking to Children About Violence: Tips for Parents and Teachers
- Tips for School Administrators for Reinforcing School Safety
- Preventing School Violence: A Plan for Safe and Engaging Schools
- Threat Assessment: An Essential Component of a Comprehensive Safe School Program
- Threat Assessment in Schools: Tips for Educators
- Creating a Safe School Building
- Bullying Information
- Vulnerability to Violence Among Gay and Lesbian Youth
- Early Warning, Timely Response: A Guide to Safe Schools (released in partnership with the U.S. Department of Education, U.S. Department of Justice, National Institutes of Health and NASP)
- Safeguarding Our Children: An Action Guide to Implementing Early Warning, Timely Response (released in partnership with the U.S. Department of Education, U.S. Department of Justice, NIH and NASP)
- Research Review on Violence Prevention
- Suicide

Also, translations of two particularly popular handouts, *Coping in Unsettling Times - Tips for Students* and *Coping in Unsettling Times - Tips for Parents*, are available in several languages. ♪

Tom Kulaga is a School Psychologist in the Marlboro Central School District, Past-President of NYASP, and the webmaster of [www.nyasp.org](http://www.nyasp.org).



# CHAPTER REPRESENTATIVES



Chapter representatives are appointed officials who, along with the executive committee, comprise the voting members of the NYASP board. Chapter reps serve for a two-year term and attend three to four meetings per year. Alternates for each chapter are selected by the chapter representative and appointed by the president. They arrange chapter functions and attend meetings when the elected representative is not available. Chapter reps are encouraged to hold regional meetings to forward the practice of school psychology.

Any member who is interested in service as a chapter representative should contact

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for information and assistance. Ψ

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(NYASP Operations Handbook, 2009)

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## STUDENT REPRESENTATIVES

Student Representatives provide reciprocal communication between the executive board of NYASP and graduate students in training programs across the state. They serve a two year term and are elected by the NYASP board. For more information please contact Mark Terjesen, Student Representative Liaison, at [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu) or 718-990-5860.

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# New York Association of School Psychologists

## Membership Application

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Address \_\_\_\_\_

City State Zip \_\_\_\_\_

County \_\_\_\_\_

Email Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Employer \_\_\_\_\_

Job Title \_\_\_\_\_

\_\_\_ Part-Time Private Practice

\_\_\_ Full-Time Private Practice

\_\_\_ *Certified as a school psychologist in New York*

\_\_\_ *Provisional Certification*

\_\_\_ *Permanent Certification*

Certificate # \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ Currently functioning as a school psychologist

\_\_\_ Primarily engaged in the training of school psychologists at a college or university

\_\_\_ Trained as a school psychologist, but currently functioning in another position

\_\_\_ *Nationally certified (hold the NCSP credential)*

NCSP # \_\_\_\_\_

\_\_\_ Student enrolled in a school psychology training program

\_\_\_ *Licensed as a psychologist in New York*

License # \_\_\_\_\_

\_\_\_ Regular \$110

\_\_\_ Retired \$55

\_\_\_ Student \$55

\_\_\_ Common Address \$165  
(two members at same address)

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_  
*Indicates agreement to abide by the ethics and standards of NYASP*

***Note: please verify your professional status by enclosing a copy of your state certification.***

***Student membership requires supervisor's signature and program information below.***

Signature of Advisor or Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Program / Employer Name and Location \_\_\_\_\_

**MAIL TO: NYASP Membership • PO Box 178 • Hornell, NY 14843**

or register online at [www.nyasp.org](http://www.nyasp.org)



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SCHOOL PSYCHOLOGISTS**  
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Hornell, NY 14843

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## Calendar of Events

### 2011 Events:

September 10-11, 2011	NYASP Board Meeting	Albany, NY
October 27-29, 2011	NYASP Annual Conference	Turning Stone, Verona, NY

### Future Events:

February 21-24, 2012	NASP Convention	Philadelphia, PA
October 25-27, 2012	NYASP Annual Conference	Niagara Falls, NY
February 12-16, 2013	NASP Convention	Seattle, WA
October 24-26, 2013	NYASP Annual Conference	White Plains, NY
February 18-23, 2014	NASP Convention	Washington, DC

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